

1999

## Programs in Communication Sciences and Disorders [1999-2001]

Nova Southeastern University

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# Programs in Communication Sciences and Disorders

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## PROGRAMS IN COMMUNICATION SCIENCES AND DISORDERS

**M.S. in Speech-Language Pathology**

**Au.D. in Audiology**

**SLP.D. in Speech-Language Pathology**

### Mission Statement

The Programs in Communication Sciences and Disorders are dedicated to the education of the future and currently practicing speech-language pathologists and audiologists. Within the scientifically based curriculum, the faculty incorporates models of best practice and fosters critical-thinking skills by nurturing the development of future leaders. Our philosophy is to maintain high-quality programs to respond to changing trends and issues impacting our profession.

The Programs in Communication Sciences and Disorders have several academic programs offering three different degrees. The master's degree (M.S.) in speech-language pathology, postbaccalaureate audiology doctorate (Au.D.), postbaccalaureate speech-language pathology doctorate (SLP.D.), and the post-master's doctorate in audiology and speech-language pathology (Au.D., SLP.D.).

### M.S. IN SPEECH-LANGUAGE PATHOLOGY

The Communication Sciences and Disorders Master's Program is designed to provide the candidate with the course work and clinical experience necessary to obtain Florida D.O.E. certification, Florida licensure, awarded by the Florida Department of Health, and the Certificate of Clinical Competence awarded by the American Speech-Language and Hearing Association (ASHA). The master's program is approved by the Florida Department of Education and accredited by ASHA's Council on Academic Accreditation. The Audiology Doctorate (Au.D.) has received Candidacy Status by the Council on Academic Accreditation.

Nova Southeastern University undergraduate students in any major can elect the speech-language pathology minor specialty, which satisfies the requirement for the undergraduate minor. The courses required for the minor specialty also satisfy the requirements for entrance to the Nova Southeastern University master's program in speech-language pathology. Students with a bachelor's degree in any major may be admitted to the speech-language graduate program if they satisfy admission requirements. These students must complete the prerequisite courses before beginning the graduate sequence.

The program operates year-round. Students may be admitted to the program in any given semester. Start dates for each semester are September, January, or May.

For program information:

Phone: (954) 262-7719

Toll free in the United States and Canada:

800-986-3223, ext. 7719

Fax: (954) 262-3826

Email: [slpinfo@nova.edu](mailto:slpinfo@nova.edu)

Web site: [www.nova.edu/csd](http://www.nova.edu/csd)

### Program Outcomes

The CSD graduate entering the profession will:

- Integrate and apply information from the physical, biological, social, and behavioral sciences to the field of communication sciences and disorders
- Demonstrate clinical proficiency in screening and assessment skills with a variety of clinical populations
- Develop and implement a plan of intervention with a variety of clinical populations
- Evaluate and critically apply current research to determine and enhance clinical efficacy
- Recognize and apply the knowledge of diversity across professional activities
- Use written, oral, and nonverbal communication means to communicate clearly, effectively, and appropriately
- Collaborate and/or counsel effectively with clients, family members, caregivers, and other professionals
- Demonstrate professional behaviors that exemplify knowledge of ethical, legal, regulatory, and financial aspects of professional practice
- Demonstrate the skills for lifelong learning, professional development, and self-assessment
- Demonstrate the ability to use technology to accomplish research, client diagnosis, and treatment

### Admissions

#### Application Procedure

Applications are accepted at any time. Students will be notified of the admission decision by mail after final review by the admissions committee. Enrollment starting dates are assigned on a space-available basis.

#### Step 1

An application is considered complete when the following have been completed:

- Application and supplemental application (including essays)
- Application fee
- Three letters of recommendation from individuals (two from faculty members or immediate supervisors) who can attest to the candidate's ability to succeed in graduate school
- Official final transcripts from all facilities of higher education

#### Step 2

■ Application is reviewed by the committee. All qualified candidates will be required to participate in an oral interview. The department will contact the applicant to schedule an appointment after the file has been reviewed.

- Applicants who do not meet the requirements will be notified.

#### Step 3

- Once a student has been accepted, any observations and/or clinical clock hours must be submitted and must be signed by a speech-language pathologist holding ASHA-CCC. Students who have not accrued hours will do so at Nova Southeastern University.
- Students completing an undergraduate degree must submit an official transcript of courses completed to date and a statement from a college adviser or other official stating anticipated date of graduation. **The program must receive a student's official final transcript posting the degree conferral date before the student can actually enroll.**

Students who take prerequisite courses at any institution or at Nova Southeastern University must earn grades of B or better in order to transfer the courses or to have the courses considered for admission. Nova Southeastern University undergraduates who have completed the prerequisite courses as part of their undergraduate degree, who have successfully completed the master's degree application procedure listed in steps one and two, and who qualify for admission will be able to enroll at the beginning of the semester following conferral of the bachelor's degree.

## Admissions Requirements

Applications are reviewed by the Faculty Admissions Committee. The most qualified students are selected to fill the available openings.

Factors affecting the committee's decisions are:

- Whether the applicant has a cumulative undergraduate GPA of 3.0 or better
- Whether the applicant has an undergraduate record in the major with a minimum GPA of 3.0
- The quality of the applicant's written essays
- The applicant's performance during the oral interview
- The strength of the applicant's letters of recommendation
- Whether the applicant has made grades of B or better in all ASHA-required prerequisite courses and disorders courses (Students will repeat any prerequisite courses in which a grade lower than B was earned.)

Students who satisfy all admission criteria may receive an unconditional admission status. The student may enroll full time; taking 9–10 credits a semester. A student whose GPA falls below 3.0 or students who need to repeat more than two prerequisite courses will earn a provisional admission. The student will enroll in two courses in the first semester, and must earn a grade of B or better in each course or they will be dismissed from the program during the first semester of enrollment.

## International Student Admissions

Individuals holding degrees from outside the United States must submit:

- Completed admissions application, supplemental application (including essays), and application fees
- Three letters of recommendation
- Verification of student visa or residency status
- Logs of any observations or clinical clock hours obtained under the supervision of a speech-language pathologist holding ASHA-CCC

Prospective international students who have completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service. Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561. A prospective student is responsible for all fees incurred for this evaluation. Applicants who may qualify for admission will be required to participate in an oral interview.

Students must agree to recommendations made for remediation or tutorial intervention. These recommendations will be made by the faculty and may include, but not be limited to, accent modification and tutoring in the appropriate use of oral and written English.

International students who intend to reside in the United States and who are required to obtain an I-20 must be full-time, degree-seeking students. For further information, contact the international student adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 262-7240. Exceptions are made on a case-by-case basis.

Students living outside the United States who apply to the program must complete all of the above prior to arriving at NSU. They must also make all housing and financial arrangements in advance.

## Speakers of English as a Second Language

All applicants are required to take both:

- The Test of English as a Foreign Language (TOEFL). A minimum score of 600 is required.
- The Test of Spoken English (TSE). A minimum score of 50 is required.

## Privacy of Records

Once a student applies, any requests or information about any program must be done in person or in writing. A parent, spouse, or friend will not be given any information. (See section on Privacy of Records found in the Code of Student Conduct and Academic Responsibility section located in the back of this catalog.)

## Required Entrance Tests for all Newly Enrolled Students

Hearing and speech screenings are mandatory. Students who fail will be scheduled for a full screening evaluation in the identified area. After the evaluation the student will be contacted to develop a plan that will enable him or her to demonstrate communication skills at a performance level adequate to function as a speech-language pathologist. Students will be advised regarding the potential impact of an identified communication difference/disorder on their clinical performance within the university and in future employment settings.

## Transfer of Graduate Academic Credit

In order for a student to receive transfer credit, courses taken previously must be equivalent to those described in this catalog. Approval of transfer credit will be granted only after the student has met with the coordinator of student services (CSS). The student must provide catalog course descriptions and may be required to provide course syllabi. Final decisions regarding transfer credit will be made by the faculty member responsible for the subject matter to which the transfer applies.

Only courses completed at regionally accredited universities and colleges, or their foreign equivalents, ASHA-accredited programs on the graduate level, will be considered for transfer credit into the master's program.

No more than nine semester hours of credit may be transferred. In order to be considered for transfer credit, a grade of B or better (on a 4.0 scale) must have been recorded for each course.

Transfer credits must have been earned within six years prior to a student's admission to the program. Credits earned beyond the time limit may be considered for transfer at the discretion of course instructors. An examination may be required.

Students enrolled in the program who wish to take a course at another university must have prior approval by either the coordinator of student services, or his or her designee. Courses must



be taken at an ASHA-CAA-accredited program for the transfer credit to be accepted toward Nova Southeastern University's degree.

Credits earned at Nova Southeastern University are transferable only at the discretion of the receiving school. Students who wish to transfer credit should contact the admissions office of the receiving school for information.

Students holding a master's degree in audiology who are seeking a master's in speech-language pathology for dual licensure or certification may exceed the maximum number of transfer credits upon approval by the program.

## Degree Requirements

### Credits

Students holding a bachelor's degree in speech-language pathology or communication disorders will complete 52 credit hours on the graduate level. Students holding a bachelor's degree in a field other than speech-language pathology will complete 27 prerequisite credits prior to beginning the 52-credit-hour sequence.

### Clock Hours

Students obtain a minimum of 375 clinical clock hours under supervision of ASHA certified professionals. Of the 375 hours, 25 hours are observation hours, which are verified by an ASHA-certified speech-language pathologist. The first 60–75 clinical clock hours must be obtained during the time the student is enrolled in Diagnostics II and Clinical Lab I and II. Students who fail to achieve an acceptable level of clinical competency during Diagnostics II or either semester of Clinical Lab will be required to repeat the course and will be automatically placed on academic probation.

After successful completion of Clinical Lab, students will be required to complete two semesters of off-campus internship. Off-campus internships must be arranged for and approved by the program faculty coordinator of internships.

To demonstrate a level of professional competency, students may well exceed the 350-clinical clock hours required by ASHA to be eligible for the Certificate of Clinical Competence or by the state of Florida to be eligible for licensure.

### Grades

Students must earn a grade of B or better in all prerequisite and graduate courses. Grades of C or below must be repeated the next time the course is offered.

Students enrolled in grant supported courses must obtain a grade of B or better including those that exceed 52-credit program requirement.

Grades will be recorded at the end of every semester. The registrar's office will mail reports to students. Final grades will not be provided by any department personnel. Grades are permanently stored by the registrar and become part of the student's official transcript.

## Policies Governing Academics and Professional Behavior

### Student Professional Academic Review Committee (SPARC)

The programs' SPARC is composed of departmental faculty members. It is the committee's responsibility to review students' academic progress, clinical performance, and professional behavior throughout the students' enrollment in the program. Individual cases are discussed, and appropriate plans of action are developed. Students are advised of the decisions of the committee in writing and are bound to follow the resulting recommendations.

## Probation

Students are placed on probation for a minimum of one semester when any of the following conditions occurs:

- A second grade of C or lower is earned in any academic course
- A grade of C or lower is earned in any clinical course
- A grade of less than C is earned in any academic or clinical course
- A student's GPA falls below 3.0 for any semester
- Inappropriate or unprofessional behavior is exhibited
- The ASHA Code of Ethics is violated

Students must demonstrate professional behaviors including, but not limited to: cooperation with others, self-control, punctuality, respect for coworkers and faculty members, and professional personal appearance. The student will be reviewed by SPARC and may be placed on professional probation, when he or she fails to exhibit professional behaviors and/or when the safety and welfare of clients and others is at risk.

Students placed on probation will meet with the coordinator of student services to review the conditions of the probationary continued enrollment in the program. All conditions of the probation contract must be satisfied in order for the student to continue in the program. Probation will necessitate a change in the student's plan of study.

Students may be placed on and removed from probation only one time during enrollment in the program. If a student is placed on probation a second time for any reason, the student is dismissed from the program.

## Dismissal

Students will be dismissed from the program if one or more of the following conditions occur:

- The student fails to comply with the recommendations of the SPARC after having been placed on probation.
- The student fails to satisfy the conditions of the probationary contract.
- The student earns a third grade of C at any point during the program.
- The student earns a grade of C or below in a repeated course.
- The student violates the NSU Student Code of Conduct.
- The ASHA Code of Ethics is violated.

Students will be notified of their dismissal by both certified and regular mail.

## Appeals Process

When a student receives a dismissal notice, he or she has the right to petition requesting reinstatement in the program. **A request for reinstatement must be submitted in writing within 10 days of receipt of the dismissal notice.**

The petition should be addressed to the chair of SPARC. Descriptions of any extenuating circumstances that might have contributed to the student's difficulty in the program and a plan of action for successful completion of the program should be included in the petition.

The SPARC will review the case and render a decision. The student will be notified of the SPARC's decision by both certified and regular mail. Students may petition for reinstatement only once. It is the responsibility of the student to initiate the written petition to the chair of the SPARC.

## Advising and Registration

### Advising

Once admitted, students will be contacted by the coordinator of student services or designee to develop a plan of study. Students are responsible for making certain that plans of study are up-to-date. Appointments to revise a plan of study must be made with an adviser prior to registration each semester. No changes will be made on the day of registration, and no student may make changes without the approval of an academic adviser. Students making changes without the approval of an academic adviser will not be permitted to register.

### Semester Calendar

The master's program operates year-round and is divided into three semesters. Semesters begin in early September, January, and May and run for 14 weeks each. Academic courses are offered primarily in the evenings. Clinical labs and internships are held during the weekdays, and occasional Saturday or evening labs may be available. Students should plan to devote full time to off-campus internships.

### Registration

Dates for registration are announced each semester. Registration is conducted in the program offices by the coordinator of student services. Tuition and fees are due at the time of registration unless prior arrangements have been approved. Registration will be valid only when signed by an academic adviser.

### Time Limitation

Students are expected to complete the master's degree within five years from the time graduate courses have begun. Students who exceed the five-year time limitation may apply to the SPARC for an extension. Such requests will be taken under special consideration by the committee and may not be approved.

### Computer Requirement

Throughout the program, students will be required to conduct online library research, communicate via email, and use wordprocessing for writing papers and clinical reports. Students are required to own a computer, and obtain an Internet service provider account (ISP).

### Leave of Absence

Students must submit written requests for interruptions in their course of study to the coordinator of student services (CSS) of the program. Failure to submit such written notification may mean that a student is ineligible for readmission to the program in the future.

Plans of study will need to be revised. Students must notify the CSS no later than midterm of the semester before they wish to return to the program. Students who interrupt studies for one year or more must formally apply for readmission to the program. If reaccepted, they will be bound to follow the guidelines in the catalog in place at the time of readmission.

### Mandatory Meetings

Some lab courses and internships require attendance at mandatory meetings prior to the beginning of the semester in which the student is scheduled to be enrolled. Failure to attend the mandatory meeting will cancel enrollment in that course or lab, causing a delay in completing degree requirements.

## Clinical Special Eligibility

Students are required to complete a minimum of five (5) semesters of clinical experience. The student will be assigned to work with clients in different facilities with which the Programs in Communication Sciences and Disorders maintain a contractual relationship, both on and off campus. When the student is assigned to a facility, it is the student's responsibility to comply with all regulations of that facility. The student is responsible for ascertaining if the facility to which he or she has been assigned has any special eligibility requirements prior to participating in that program. The program does not assume any responsibility other than informing the student of the requirements.

**The student must fully comply with all special eligibility requirements of the specific facility before participating in any activities at that facility.** Failure to be eligible to participate in activities at an assigned facility will result in the student not being allowed to complete the clinical experience during the assigned semester. The program will not reassign a student who failed to meet the stated requirements of a facility during the semester in which the original assignment was made. If a student must be reassigned at the beginning of a new semester for failure to meet the facility's requirements, the student's individual time line for completion of the program will be impacted appropriately.

### New Student Orientation/Registration

New students must attend a mandatory orientation meeting on campus the Saturday before classes are to begin. During the meeting, students will be oriented to Nova Southeastern University and the Programs in Communication Sciences and Disorders, have their speech and hearing screened, and meet the faculty. Students will have completed their plans of study, submitted their registration and tuition, and purchased the required Publication Manual of the American Psychological Association (APA), Fourth Edition, prior to the orientation meeting. Students will be given the Student Handbook and are responsible for familiarizing themselves with all of the departmental policies and procedures.

### Evaluation of Academic and Clinical Progress Grading

The student's final grade in each course will be determined by each course instructor based on criteria outlined in the course syllabus. The following grade scale will be used to determine final course grades:

| Numerical Points | Grade Letter Point | Grade Equivalent |
|------------------|--------------------|------------------|
| 90-100           | A                  | 4.0              |
| 80-89            | B                  | 3.0              |
| 70-79            | C                  | 2.0              |
| 60-69            | D                  | 1.0              |
| 0-59             | F                  | 0.0              |

- There are no plus or minus grades in this program.
- The passing grade is B or better in each course.

## Student Records

Students will be provided with a grade report at the end of every term. The report will be mailed to the student by the registrar and may not be obtained any other way. Students are protected by laws that prohibit the release of personally identifiable information to other than legally authorized persons. A student is legally allowed to inspect, review, and challenge information in his or her file. Students need to contact the coordinator of student services to review their file.

## Incompletes

Students achieving a grade of B or better but who, for personal reasons, are unable to complete course work within the semester may request a grade of incomplete. The student must request the I grade from the instructor, who will prepare a contract for successful completion of the course. The contract must be approved by the coordinator of student services (CSS) or his or her designee.

Students granted an I in a course must satisfy the contract within six months of the final meeting of the course for which the I was given. Failure to remove an incomplete within the prescribed time period will result in a grade of F for the course.

## Withdrawals

Students may withdraw from a course, lab, or internship up to the ninth week of the semester. Students dropping a course/class must obtain a Student Course Withdrawal Form from the CSS. The form must be completed by the student and signed by the appropriate faculty member before the drop is entered into the computer. The grade the student has earned up to the date of withdrawal will be reflected on the student's transcript as either withdraw/passing (W/P) or withdraw/failing (W/F). The W/F will be figured into the GPA as a grade of F.

## Attendance Policy

Students are expected to attend all classes. Exceptions to this policy will be stipulated by the instructor in written course syllabi.

## Videotaping/Audiotaping Policy

Students are videotaped in certain academic classes and clinical labs for teaching-learning purposes. Students must sign a release form for videotaping at the time of registration. Students should obtain permission from instructors to videotape or audiotape lectures. Verbal permission is acceptable.

## Financial Information

### Tuition and Fees

The following information indicates current fee and tuition schedules: tuition and fees are subject to yearly change without prior notice. Students are required to pay the tuition in effect at the time of registration. Checks or money orders should be made payable to Nova Southeastern University. Tuition and fees can be charged to MasterCard, VISA, Discover, or American Express accounts; or students may attach a copy of the financial aid award letter.

### Tuition

Tuition for all classes in the Programs in Communication Sciences and Disorders (including prerequisites) is \$651 per credit hour for the 2000–2001 academic year. Students who take graduate classes in other departments of Nova Southeastern University pay the tuition rate set by each specific department.

## Fees

Application: A onetime, nonrefundable fee of \$50 must accompany the application for admission.

Registration: \$50 per registration

Late Charge: \$100 per late registration

Lab: Students enrolling in clinical classes (SLP 5009, 5011, 6005, 6015, 6101, 6102, 6110, 6120, and AUD 6301) pay a \$200 fee per lab class.

Change of Registration: \$100 per transaction (Add/Drop fee)

Out-of-State Internship Fee: \$1,000 for the first internship and \$500 for the second internship (over and above tuition and lab fee). This fee applies to internship assignments within the continental United States. Out-of-state internship fees are due at the time of semester registration.

Out-of-Tri-County-Area Clinic Lab and Intern Fees: \$200 above tuition and lab fees

Degree: A Nova Southeastern University degree application fee of \$75 must be paid before clearance for graduation can be granted.

## Deposit Policy

Applications are brought before the Admissions Committee according to the date files are completed. Candidates are notified of acceptance by mail. At that time, a tuition deposit of \$1,000 will be required as confirmation of acceptance.

Deposit schedule is: April 1 for students admitted for fall; August 1 for students admitted for winter; December 1 for students admitted for spring.

The \$1,000 deposit will be assigned to the first semester's tuition. Failure to enroll in the program will result in a reimbursement of 50 percent of the deposit.

If the deposit has not been received by the required dates, the student will forfeit his or her acceptance. Students wishing to attend the program at a later date must reapply for admission and will be governed by the policies in place at that time.

## Student Insurance

All students are required to purchase liability insurance for the duration of enrollment in the Programs in Communication Sciences and Disorders (including prerequisite courses). A current copy of the insurance premium must be in the student's file in the program office in order for a student to register for all courses and labs. It is the student's responsibility to make certain that proof of insurance is on file in the program office. Students must join the National Student Speech-Language and Hearing Association (NSSLHA) in order to purchase the required liability insurance. Membership and insurance must be renewed annually. Failure to purchase and maintain insurance will result in suspension from the program. Applications for NSSLHA and insurance are available in the program office.

## Payment Policy

Full payment is due at the time of registration. Failure to pay by the due date will result in cancellation of registration. This policy has been established and approved by the Nova Southeastern University president and the Nova Southeastern University Board of Trustees. Any exceptions must be approved only by the vice president for finance. Only exceptional circumstances will be considered when altering general policy.

## SPEECH-LANGUAGE PATHOLOGY COURSES

| Prerequisite Courses |  | Sem. Hrs. |
|----------------------|--|-----------|
| SLP 5001             | Anatomy and Physiology of Vocal and Hearing Mechanisms | 3         |
| SLP 5002             | Phonetics  | 3         |
| CSD 5003             | Neuroanatomy and Physiology                            | 3         |
| CSD 5004             | Hearing and Speech Science                             | 3         |
| SLP 5005             | Speech and Language Development                        | 3         |
| SLP 5007             | Directed Observation                                   | 1         |
| SLP 5008             | Evaluation of Speech-Language Disorders                | 3         |
| SLP 5009             | Evaluation Practicum                                   | 1         |
| SLP 5010             | Treatment of Speech and Language Disorders             | 3         |
| SLP 5011             | Treatment Practicum                                    | 1         |
| AUD 5300             | Audiology  | 3         |
|                      |  | Total: 27 |

| Graduate Courses (Core Courses) |  | Sem. Hrs. |
|---------------------------------|--|-----------|
| SLP 6000                        | Diagnosis of Language and Speech Disorders | 3         |
| SLP 6010                        | Language Disorders in Children             | 3         |
| SLP 6015                        | Clinical Processes                         | 3         |
| SLP 6020                        | Language Disorders in Adults               | 3         |
| SLP 6025                        | Augmentative and Alternative Communication | 3         |
| SLP 6030                        | Voice Disorders                            | 3         |
| SLP 6040                        | Fluency                                    | 2         |
| SLP 6055                        | Dysphagia                                  | 3         |
| SLP 6060                        | Phonological Disorders                     | 3         |
| CSD 6070                        | Research Methods                           | 3         |
| CSD 6075                        | Seminar in Professional Issues             | 2         |
| SLP 6091                        | Multicultural and Counseling Issues        | 3         |
| AUD 6310                        | Aural Rehabilitation                       | 3         |
|                                 |  | Total: 37 |

| Graduate Courses (Elective Courses) |   | Sem. Hrs. |
|-------------------------------------|---|-----------|
| SLP 6050                            | *Adult Motor Speech Disorders   | 3         |
| SLP 6051                            | * Pediatric Motor Speech, Swallowing, and Feeding Disorders               | 3         |
| SLP 6021                            | Cognitive Communication Disorders in Adults                               | 3         |
| SLP 6011                            | Language and Learning Disabilities in School-Age Children and Adolescents | 3         |
| SLP 6012                            | Communication Disorders in Infancy through Preschool Age                  | 3         |
| SLP 6035                            | Seminar in Voice Disorders  | 2         |
| SLP 6037                            | Craniofacial Anomalies  | 3         |
| CSD 6057                            | Medical Aspects of Communication Disorders                                | 3         |
| SLP 6077                            | Principles in Supervision   | 3         |
| SLP 6078                            | Technological Application in Communication Sciences and Disorders         | 3         |
| SLP 6006                            | Advanced Diagnostics  | 1         |
| SLP 6080                            | Directed Research   | 1-6       |
| SLP 6201, 6202, 6203                | Special Topics  | 1-3       |
|                                     |   | Total: 9  |

\*Nine credits must be selected, three of them must be in a motor speech disorders course.

| Graduate Courses (Labs and Internships required) |                         | Sem. Hrs. |
|--|-------------------------|-----------|
| SLP 6005   | Diagnostics Lab         | 1         |
| SLP 6101   | Clinical Lab – 1        | 1         |
| SLP 6102   | Clinical Lab – 2        | 1         |
| SLP 6110   | Internship              | 1         |
| SLP 6120   | School Internship, K-12 | 1         |
| AUD 6301   | Audiology Lab           | 1         |
|  |                         | Total: 6  |

**Total Credits required for Graduation: 52 (Academic, Labs, and Internships)**



## **Prerequisite Courses:**

### **SLP 5001 Anatomy and Physiology of Vocal and Hearing Mechanisms (3 cr.)**

Introduction to the anatomy and physiology of the auditory and vocal mechanisms.

### **SLP 5002 Phonetics (3 cr.)**

History, theory, and application of phonetics, including sampling and transcription techniques.

### **CSD 5003 Neuroanatomy and Physiology (3 cr.)**

Introduction to the anatomy and physiology of the developing and mature human nervous system.

### **CSD 5004 Hearing and Speech Science (3 cr.)**

Physical basis and process of production and perception of hearing, language, and speech; use of instrumentation.

### **SLP 5005 Speech and Language Development (3 cr.)**

Study of prelinguistic and psycholinguistic variables related to normal development from infancy through adolescence; application of analytic methods of developmental and cultural variations in speech and language.

### **SLP 5007 Directed Observation (1 cr.)**

Students must observe 25 clock hours of evaluation and management. Observation hours must precede clinical assignments and be completed under direct supervision in the Communication Disorders Clinic.

### **SLP 5008 Evaluation of Speech-Language Disorders (3 cr.)**

Principles of screening and evaluation of clients typically seen in clinic and school settings, including administration of specific evaluation instruments.

**Prerequisites:** SLP 5002, 5005, 5007

### **SLP 5009 Evaluation Practicum (1 cr.)**

Participation in speech-language screenings and observations, and in full diagnostic evaluations with clients. A minimum number of contact hours required.

**Prerequisite:** SLP 5008

### **SLP 5010 Treatment of Speech and Language Disorders (3 cr.)**

Overview of treatment strategies used in management of communication disorders.

**Prerequisites:** SLP 5002, 5005

### **SLP 5011 Treatment Practicum (1 cr.)**

Participation in clinical management of clients having communication disorders. A minimum number of contact hours required.

**Prerequisite:** SLP 5010

### **AUD 5300 Audiology (3 cr.)**

Instruction in test administration and interpretation of standard and specialized tests of auditory function.

**Prerequisites:** SLP 5001, 5003, 5004

## **Graduate Courses (Core Courses)**

### **SLP 6000 Diagnosis of Language and Speech Disorders (3 cr.)**

Procedures, techniques, and instrumentation to assess speech and language status. \*A noncredit lab is required.

**Prerequisites:** SLP 5002, 5005, 5008

### **SLP 6010 Language Disorders in Children (3 cr.)**

Evaluation and treatment of disorders of language from infancy through adolescence, including developmental and acquired problems.

**Prerequisites:** SLP 5005, 5008, 5010

### **SLP 6015 Clinical Processes (3 cr.)**

Addresses clinical treatment paradigms and behavior management. The development of treatment goals, objectives, and strategies for appropriate individuals presenting communication disorders is covered. Attention is given to treatment/materials plans, IEPs, treatment summaries, S-O-A-P notes, etc.

**Prerequisites:** SLP 6010, and one of the following: 6020, 6030, 6040, 6060

### **SLP 6020 Language Disorders in Adults (3 cr.)**

Evaluation and treatment of disorders of language of adults including aphasia, closed head injury, and dementia.

**Prerequisite:** SLP 5003, 5008, 5010

### **SLP 6025 Augmentative and Alternative Communication (3 cr.)**

Presents the basic aspects of the field of augmentative and alternative communication including aided and unaided symbols, strategies, techniques, and devices. Covers the principles and procedures of assessment and intervention addressing the needs of diverse individuals with little or no functional speech across the life span.

**Prerequisite:** SLP 6010 or 6020

### **SLP 6030 Voice Disorders (3 cr.)**

Etiological factors, procedures for diagnosis, remediation, and interdisciplinary management of individuals with functional and/or organic voice disorders, e.g., dysphonia, nodules, cleft palate, and other disorders of resonance.

**Prerequisites:** SLP 5001, 5003, 5004, 5008, 5010

### **SLP 6040 Fluency (2 cr.)**

Etiology, diagnosis, and management of children and adults with disorders of fluency, e.g., developmental stuttering, neurologically based stuttering, cluttering, and other nonfluent speech conditions.

**Prerequisite:** SLP 5010

### **SLP 6055 Dysphagia (3 cr.)**

Provides information and training in the evaluation and treatment of swallowing disorders. Discusses the anatomy and physiology of normal swallowing and current issues; provides hands-on experience with videofluoroscopic evaluation.

**Prerequisites:** SLP 6050, 6051 or 6030

### **SLP 6060 Phonological Disorders (3 cr.)**

An analysis and comparison of systematic distinctive features and phonologic processing theory and application.

**Prerequisites:** SLP 5002, SLP 5005

### **CSD 6070 Research Methods in Speech-Language Pathology (3 cr.)**

Exposure to critical analysis of the field's literature with respect to research design and statistical application.

### **CSD 6075 Seminar in Professional Issues (1 cr.)**

History of, and current professional issues, trends in the field; management and operations of clinics in a variety of settings; ethical and legislative concerns.

### **SLP 6091 Multicultural and Counseling Issues (3 cr.)**

This course will provide a forum for discussion regarding issues in the provision of services to multicultural populations. Counseling approaches for use with clients and/or families with communication problems through effective interpretation, information dissemination, and discussion will be discussed.

**Corequisite:** Clinical Course

### **AUD 6310 Aural Rehabilitation (3 cr.)**

Remediation of communication problems resulting from hearing impairments; use of amplification and assistive devices.

**Prerequisites:** AUD 5300, AUD 6301

### **Graduate Courses (Elective Courses)**

#### **SLP 6050 \*Adult Motor Speech Disorders (3 cr.)**

Nature, etiology, diagnosis, and management of motor speech disorders in adults.

**Prerequisite:** SLP 5010

#### **SLP 6051 \*Pediatric Motor Speech, Swallowing, and Feeding Disorders (3 cr.)**

Information and training in the assessment and management of pediatric oral motor, feeding, and swallowing disorders. Discussion of the nature, etiology, diagnosis, and management of pediatric motor speech disorders with emphasis on differential diagnosis. Covers the symptomology, procedures, and remediation of developmental apraxia of speech.

**Prerequisite:** SLP 5010

#### **SLP 6021 Cognitive Communication Disorders in Adults (3 cr.)**

A neurologic process approach to define, differential diagnose, manage, and treat cognitive communication disorders present in cases of acquired cognitive deficits.

**Prerequisite:** SLP 6020

#### **SLP 6011 Language and Learning Disabilities in School-Age Children and Adolescents (3 cr.)**

Emphasis on a communication process model of evaluation and intervention, and the implications of this integrated approach to facilitate reading, writing, speaking, listening, and thinking. Discussion of the characteristics and implications of language learning disabilities. Presentation of the paradigm shift from a traditional deficit model, to an emergent literacy model with collaborative strategies to design and conduct curriculum-based assessment and interventions.

**Prerequisite:** SLP 6010

#### **SLP 6012 Communication Disorders in Infancy through Preschool Age (3 cr.)**

Identification, assessment, and intervention principles and procedures for young children who display or are at-risk-for socio-communicative-linguistic deficits. Emphasis on family-centered early intervention service delivery and integrated intervention model for facilitating communication and language skills. Discussion of collaborative strategies and disciplinary teaming models for facilitating effective parent-professional partnerships.

**Prerequisite:** SLP 6010

#### **SLP 6035 Seminar in Voice Disorders (2 cr.)**

This course will address procedures for advanced principles of diagnosis and treatment of voice disorders utilizing state-of-the-art instrumentation. Students will be given an opportunity to address infrequently encountered disorders of voice and resonance.

**Prerequisite:** SLP 6030

### **SLP 6037 Craniofacial Anomalies (2 cr.)**

Study of etiology, assessment, and remediation of communicative impairments in children and adults with craniofacial anomalies. Specific emphasis will be placed on articulatory and resonance disorders resulting from cleft lip and palate, and velopharyngeal insufficiency and incompetence.

**Prerequisite:** SLP 6030

### **CSD 6057 Medical Aspects of Communication Disorders (3 cr.)**

The emphasis of this course will be to enhance the student's understanding of the relationships between speech-language pathologists, medical disciplines, and allied health disciplines. Understanding medical terminology, governing bodies of health care organizations, medical ethical dilemmas and report writing for the medical model of treatment will be a significant focus of the course.

**Corequisite:** Clinical Lab Course

### **SLP 6077 Principles in Supervision (3 cr.)**

The identification and analysis of the process of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed.

**Corequisite:** Clinical Course

### **SLP 6078 Technological Application in CSD (3 cr.)**

This course provides an overview of technological applications in the profession of communication sciences and disorders with emphasis on computer applications in the field.

### **SLP 6006 Advanced Diagnostics (1 cr.)**

Seminar and practicum in the diagnosis and evaluation of difficult-to-test clients, or clients presenting with complex communication disorders requiring transdisciplinary case management.

**Prerequisite:** SLP 6005

### **SLP 6080 Directed Research (1-6 cr.)**

Independent research directed by faculty member; applied research culminating in written documentation of a project.

**Prerequisite:** CSD 6070

### **SLP 6201, 6202, 6203 Special Topics (1-3 cr.)**

Advanced study of selected theoretical, clinical, or professional issues in speech pathology and audiology (elective may be taken for credit, CEU, or recertification).

**\*Nine credits must be selected, three of them must be in a motor speech disorders course.**

## Graduate Courses (Labs and Internships Required)

### SLP 6005 Diagnostics Lab (1 cr.)

Emphasis on analysis and interpretation of data and their impact on differential diagnosis.

**Prerequisites:** SLP 6000, 6010, 6020, 6060

### SLP 6101 Clinical Lab-1 (1 cr.)

Supervised clinical practice in the evaluation and treatment of speech, language, and hearing disorders; development of treatment plans; and written progress reports. Students will provide treatment to assigned clients. Weekly class meetings are required.

**Prerequisites:** SLP 6000, 6010, 6015, 6020, 6060

### SLP 6102 Clinical Lab-2 (1 cr.)

In this practicum experience, students will move along the supervisory continuum working toward increased independence. Self-analysis of clinical skills and enhancement of acquired skills will be emphasized. Weekly class meetings are required.

**Prerequisite:** SLP 6101

### SLP 6110 Internship (1 cr.)

Off-campus placements in a nonschool setting (hospital, agency, private practice). Students must complete a minimum of 60 clock hours and meet the schedule required by the facility to which the student is assigned. Class meetings are scheduled periodically.

**Prerequisites:** SLP 6101, 6102

### SLP 6120 School Internship, K-12 (1 cr.)

Must be taken by student seeking Department of Education certification in speech pathology; requires a minimum of 60 clock hours to be completed in a time period established by the school to which the student is assigned. The student attends scheduled class meetings.

**Prerequisites:** SLP 6101, 6102

### AUD 6301 Audiology Lab (1 cr.)

Practice in hearing testing. The student must accrue a minimum of 15 clock hours. **Prerequisite:** AUD 5300

## Fact Summary: Master's of Speech-Language Graduate Program

### Accreditation

- American Speech-Language Hearing Association. The master's program has been accredited by the Council on Academic Accreditation since December 1990. Graduates meet all requirements for individual certification (CCC-SLP).
- Florida Department of Education. Program approval has been granted since 1985.
- State of Florida Department of Health. Graduates meet all requirements for individual licensure.

### Time and Residency Requirements

- May be completed in eight semesters.
- All students complete clinical practicum at the Clinics for Audiology and Speech-Language Pathology.
- Master's degree must be completed in five years.

### Advising and Registration

Registration for classes is held approximately two months before the beginning of each term. Exact dates will be announced each semester. In order to make any changes to the plan of study, students must make an appointment with an academic adviser during the specified update period. No student will be permitted to register for any course not included in his or her plan of study.

## Clinical Practica

The Clinics for Audiology and Speech-Language Pathology (CASL) are located on the NSU campus and in various satellites. Students will have opportunities to work with clients in various CASL sites. Students must complete their first 25 clinical clock hours in the CASL. To count clinical practicum clock hours toward ASHA certification, the student must receive a practicum grade of 3.5 or higher with each individual client/clinical assignment. Clinical practicum hours that receive a grade below 3.5 with any given client will not be approved through supervisory signature for that particular client/clinical assignment. Approximately 200 off-campus sites are affiliated and used for off-campus internship placements. Students are not permitted to make their own internship arrangements.

## Faculty

The faculty comprises 31 full-time professionals, including nine at the doctoral level and 19 at the master's level.

## Facilities

Communication Sciences and Disorders is made up of two divisions—the Clinics for Audiology and Speech-Language Pathology and the Programs in Communication Sciences and Disorders. The clinics provide a continuum of exemplary diagnostic and therapeutic services for clients of all ages, infants through adulthood. Clients presenting with all types of hearing, language, and speech disorders receive services at the clinics.

The master's program is within the Fischler Graduate School of Education and Human Services. Students in this program are involved in an intensive academic curriculum designed to provide the background information necessary for a clinical career. The rigorous, supervised clinical experience that the students receive in the Clinics for Audiology and Speech-Language Pathology bring the academic instruction to life. Graduates of the program carry this quality clinical service throughout Florida, the nation, and other countries.

All clinic rooms are equipped for audio/video recording and transmission. Our new expanded facilities include classrooms, offices, therapy rooms, a voice science lab, and an augmentative and alternative communication lab and audiology suite.

## Graduation Procedure

Students may participate in graduation ceremonies if all program requirements will be completed by August 31.

Students are required to schedule an appointment with an academic adviser one month prior to completing their second internship.

Completed items required at the final interview include:

- Nova Southeastern University degree application (and fee)
- ASHA application for membership and certification
- NESPA test score
- State application for licensure
- All course work and grades entered in the student record
- Signed copies of all clinical clock hours

It is the student's responsibility to mail all documents to ASHA and to the state in which he or she will be licensed.

Students requesting State of Florida Department of Education Certification must: pass the Clast Test, have two (2) educational courses on their transcripts; and complete one school internship.

## Commencement

All graduates are encouraged to participate.

## Standards for the Certificates of Clinical Competence

I. Degree: Applicants for either certificate must hold a master's or doctoral degree. Effective January 1, 1994, all graduate course work and the clinical practicum required in the professional area for which the certificate is sought must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation of ASHA in the area for which the certificate is sought.

### II. Academic Course Work:

75 semester hours (s.h.)

#### A. Basic science course work (27 s.h.)

- 6 s.h. in biological/physical sciences and mathematics.
- 6 s.h. in behavioral and/or social sciences.
- 15 s.h. in basic human communication processes, to include the anatomic and physiologic bases, the physical and psychophysical bases, and the linguistic/psycholinguistic aspects.

#### B. Professional course work (36 s.h.)

- 30 of the 36 s.h. must be in courses for which graduate credit was received; 21 of the 30 s.h. must be in the professional area for which the certificate is sought.
- 1. 30 s.h. in speech-language pathology to include:
  - 6 in speech disorders\*
  - 6 in language disorders\*
- 2. 6 s.h. in audiology to include:
  - 3 in hearing disorders and hearing evaluation\*
  - 3 in habilitative/rehabilitative procedures\*

### III. Supervised Clinical Observation and Clinical Practicum:

375 clock hours (c.h.)

- A. Clinical observation (25 c.h.) prior to beginning initial clinical practicum
- B. Clinical Practicum (350 c.h.)
  - 250 c.h. at the graduate level in the area in which the certificate is sought
  - 50 c.h. in each of three different clinical settings on the graduate level

#### CCC-SLP

20 c.h. in each of the following nine categories:

1. Evaluation: speech disorders in children
2. Evaluation: speech disorders in adults
3. Evaluation: language disorders in children
4. Evaluation: language disorders in adults
5. Treatment: speech disorders in children\*\*
6. Treatment: speech disorders in adults\*\*
7. Treatment: language disorders in children
8. Treatment: language disorders in adults
9. Treatment for hearing disorders\*\*\*

Up to 25 c.h. in the major professional area may be in related disorders.

### IV. National Examinations in Speech-Language Pathology and Audiology

Minimum score of 600

### V. The Clinical Fellowship Year (CFY)

\* Academic credit for clinical practicum may not be used to satisfy these minimum requirements. However, a maximum of 6 s.h. for the practicum may be applied to the 36 s.h. minimum for professional course work.

\*\* Speech disorders include disorders of articulation, voice, fluency, and dysphagia.

\*\*\* Treatment for hearing disorders refers to clinical management and counseling, including auditory training, speech reading, and speech and language services for those with a hearing impairment.



## INTERNSHIP SITES

|                                     |    |                                     |    |                                      |    |
|-------------------------------------|----|-------------------------------------|----|--------------------------------------|----|
| Adele Kates, SLP                    | FL | Cohen, Harriet, SLP                 | FL | Hendry County Public Schools         | FL |
| Alachua County Schools              | FL | Collier Co. Public Schools          | FL | Hennepin County Medical Center       | MN |
| Alexandria Public Schools           | MN | Colonial Oaks Rehab. Centre         | FL | Highlands County Public Schools      | FL |
| All Children's Hospitals            | FL | Colonial District Public Schools    | PA | Hillsborough County Public Schools   | FL |
| Allegheny University Hospitals      | PA | Colts Neck Public Schools           | NJ | Hillhaven Rehab. of Tampa            | FL |
| Ambilingual                         | FL | Comprehensive Rehab of Wilson       | NC | Hillhaven Rehab. of Cape Coral       | FL |
| American Institute of Balance       | FL | Commons at Orlando Lutheran Twr.    | FL | Hollywood Medical Center             | FL |
| American School for the Deaf        | CT | Coral Springs Speech/Lang. Center   | FL | Hollywood Memorial Hospital          | FL |
| American Therapy Services           | FL | Cranston Public Schools             | RI | Holmes Regional Medical Center       | FL |
| Ann Stork Center                    | FL | CRF Rehabilitation Associates       | NC | Holy Cross Medical Center            | FL |
| Arbors of Melbourne                 | FL | Crockett and Associates             | FL | Hospital for Special Care            | CT |
| ARC                                 | FL | Cuyahoga County Board MRDD          | OH | Humana Biscayne Hospital             | FL |
| Audiology Assoc. of South Florida   | FL | Dade County Public Schools          | FL | Impact, Inc.                         | FL |
| Betty Bacarach Rehab. Hospital      | NJ | Danbury Hospital                    | CT | Indian River County Public Schools   | FL |
| Baptist Hospital of Miami           | FL | Danbury Public Schools              | CT | HIS of the Palm Beaches              | FL |
| Battle Creek Neuro Rehab. Center    | MI | Davies Medical Center               | CA | InterLink Rehab Services             | FL |
| Bayfront Medical Center             | FL | Debbie School                       | FL | Jackson Memorial Hospital            | FL |
| Belhaven Ave. School                | NJ | Devereux Center                     | MA | JFK Medical Center                   | NJ |
| Bert Fish Medical Center            | FL | Denver Public Schools               | CO | Johns Hopkins Bayview Med. Ctr.      | MD |
| Beaumont Hospital and Rehab         | MI | Dimensions of Broward & Dade        | FL | Jonas Therapy Associates             | FL |
| Bethesda Memorial Hospital          | FL | Diversified Rehab Services          | MI | Jupiter Medical Center               | FL |
| Beverly Health and Rehab Services   | FL | Driscoll Children's Hospital        | TX | Katy Independent Schools             | TX |
| Biscayne Rehab Institute            | FL | Duval County Public Schools         | FL | Ken-Crest Children's Center          | PA |
| Boca Community Hospital             | FL | Easter Seals Broward                | FL | Kendall Speech & Lang. Center        | FL |
| Boca Speech Center                  | FL | Easter Seals of Dade                | FL | Kessler Institute for Rehabilitation | NJ |
| Boca Raton Speech and Lang. Center  | FL | Easter Seals of Tampa               | FL | Kimball Medical Center               | NJ |
| Bon Secours Hospital                | FL | Easter Seals of Flagler and Volusia | FL | Lake Center for Rehabilitation       | FL |
| Bon Secours/St. Joseph's Hospital   | FL | Eden Center                         | FL | Lampeter-Strasbourg Schools          | PA |
| Bradley, Jennifer, SLP              | OH | Edwin Shaw Rehab Hospital           | OH | Landmark Learning Center             | FL |
| Branford Public Schools             | CT | Egelston/Scottish Rite Hospitals    | GA | Lawrence & Memorial Hospital         | CT |
| Brevard Co Public Schools           | FL | Evanston Hospital                   | IL | Lawrence Public School District      | NY |
| Briarcliff Manor Public Schools     | NY | Evanston Public Schools             | IL | Lee County Public Schools            | FL |
| Broward Children's Center           | FL | Fairview University Medical Ctr.    | MN | Lee Health Care System               | FL |
| Broward Co. Public Schools          | FL | Fawcett Memorial Hospital           | FL | Leon County Public Schools           | FL |
| Brown, Donna, SLP                   | FL | Fitzgibbons, Anne-Marie, SLP        | FL | Life Care Centers of America         | TN |
| Buffalo Hearing and Speech Center   | NY | Flagler Institute Rehabilitation    | FL | Lifelines Rehabilitation Services    | IN |
| Buffalo Public Schools              | NY | Fleming, Kim, SLP                   | FL | Magee Rehabilitation Hospital        | PA |
| Cape Coral Hospital                 | FL | Florida CORF                        | FL | Mailman Center, U of Miami           | FL |
| Cardinal Hill Rehab Hospital        | KY | Florida Hospital, Orlando           | FL | Lowell Public Schools                | MA |
| Center for Bilingual Speech/Lang    | FL | FL Institute for Neuro. Rehab.      | FL | Lowes Rehab.                         | SC |
| Center for Pediatric Therapy        | FL | Franciscan Children's Hospital      | MA | Mainland Medical Center              | TX |
| Center for Rehabilitation           | NY | Fulton County Board of Education    | GA | Manatee County Public Schools        | FL |
| Center for Speech and Language      | FL | Franklin Lakes School District      | NJ | Manor Care Health Services           | FL |
| Central Florida Speech/Hearing Ctr. | FL | Gaylord Hospital                    | CT | Margate Hearing Center               | FL |
| Central Jersey Rehab Services       | NJ | Genesis Rehab Hospital              | FL | Margate Public Schools               | NJ |
| Cerebral Palsy Center, Middlesex Co | NJ | Genesys Regional Medical Center     | MI | Marietta Memorial Hospital           | OH |
| Charlie Gaddy Center for Children   | NC | Golden State Rehab Center           | CA | Marin County Office of Education     | CA |
| Chariho Public Schools              | RI | Good Samaritan Hospital             | OH | Mariner Rehab.                       | FL |
| Charlotte Co. Public Schools        | FL | Greenbriar Rehab. Center            | FL | Martin County Public Schools         | FL |
| Charlotte Regional Med. Center      | FL | Greenberg, Herbert, Dr., CCC-A      | FL | Martin Memorial Hospital             | FL |
| Cheshire Public Schools             | CT | Gulf Coast/East Pointe Hospital     | FL | Martin Nursing & Restorative Ctr.    | FL |
| Child Care Connection               | FL | Gulf Coast Center                   | FL | Md. Institute for Emergency Med.     | MD |
| Child Development Center            | FL | Gwinnett County Public Schools      | GA | Mary Free Bed Hospital & Rehab.      | MI |
| Children's Hospital of Michigan     | MI | Hackensack Medical Center           | NJ | Medical Center Hearing Care          | FL |
| Children's Hospital Medical Center  | OH | Halifax Health Systems              | FL | Medical Center Hospital              | FL |
| Children's Rehab Network            | FL | Hampton City Schools                | VA | Medicana Nursing Center              | FL |
| Children's Seashore House           | PA | Hardee Rehab Services               | FL | Mediplex of Brandon                  | FL |
| Children's Specialized Hospital     | NJ | Hartford Hospital                   | CT | Mediplex of Milford                  | CT |
| Children's Therapy Services         | FL | Hazlet Public Schools               | NJ | Meadowood Springs Sp/Lang Camp       | WA |
| Children's Therapy Works            | FL | HCA LW Blake Hospital               | FL | Meeting Street Center                | RI |
| City Wide Speech Services           | NY | Health South Rehab Hospitals        | US | Memorial Hospital                    | FL |
| Cleveland Clinic Children's Hosp.   | OH | Hearing and Speech Agency, Balt.    | MD | Memorial Hospital for Cancer         | NY |
| Cleveland Clinic Hospital           | FL | Hearing and Speech Center of FL     | FL | Mercy Medical Center                 | FL |
| Clinton Public Schools              | CT | Hearthstone of Round Rock           | TX | Meridia Euclid Hospital              | OH |
| Clover Lakes Health and Rehab Ctr.  | NY | Heartland of Boca                   | FL | Metro Health Center                  | OH |
|                                     |    | Heartland of Tamarac                | FL | Miami Children's Hospital            | FL |
|                                     |    | Heartland of Grand Rapids           | MI | Miami Fluency Clinic                 | FL |

|                                    |    |                                    |    |
|------------------------------------|----|------------------------------------|----|
| Millard Fillmore Hospital          | NY | Singer, Dana, SLP                  | FL |
| Moffit Cancer Center               | FL | South Miami Hospital               | FL |
| Monroe County Public Schools       | TN | South Orangetown Schools           | NY |
| Morristown Memorial Hospital       | NJ | Southwest Allen County Schools     | IN |
| MossRehab                          | PA | Southwest FL Regional Med. Ctr.    | FL |
| Morton Plant/Mease Hospital        | FL | Sunrise Health Center              | FL |
| Mount Dora Health Care Center      | FL | Sparrow Hospital                   | MI |
| Mount Sinai Medical Center         | FL | Special Communications             | FL |
| Mount Sinai Medical Center         | NY | Specialized Speech Center          | FL |
| MP Rehab Services                  | FL | Speech & Hearing Associates        | NJ |
| Naples Center for Voice/Swallowing | FL | Speech, Language & Hearing Rehab   | FL |
| Naples Community Hospital          | FL | Speech-Learning Associates         | FL |
| National Rehab Hospital            | DC | Speech Pathology Consultant Group  | FL |
| National Health Corporation        | FL | Speech Pathology Consultant Grp.   | FL |
| New Milford Hospital               | CT | Speech-Talk                        | FL |
| Newport Speech/Lang. Center        | CA | Spohn Shoreline Hospital           | TX |
| NHC of Coconut Creek               | FL | Staten Island University Hospital  | NY |
| North Broward Medical Center       | FL | Starting Early DDI                 | NY |
| North Collier Hospital             | FL | Step By Step                       | FL |
| North Merrick School District      | NY | SunCoast Hospital                  | FL |
| Northeast Rehab. Hospital          | NH | SunSpectrum                        | FL |
| Omni Rehab                         | NY | Tampa General Rehab Hospital       | FL |
| Orlando Regional Health Care Syst. | FL | Therapeutic Integration Services   | FL |
| Orange County Public Schools       | FL | Treasure Coast Rehab               | FL |
| Our Lady of Victory Hospital       | NY | Tri Cities Children's Center       | CA |
| Palm Beach County Public Schools   | FL | United Cerebral Palsy Ctr., Dade   | FL |
| Parkview Hospital                  | IN | United Cerebral Palsy Ctr., Queens | NY |
| Parkway Regional Med. Center       | FL | United Hearing & Deaf Services     | FL |
| Partners in Speech                 | FL | University Hospital, Denver        | CO |
| Patricia Neal Rehab Center         | TN | University of Florida, Shands      | FL |
| Pediatric Therapy Associates       | FL | University of Michigan Hosp.       | MI |
| Pediatric Therapy Group            | FL | University of Pennsylvania Hosp.   | PA |
| Pee Dee Speech and Hearing         | SC | University of Texas, Medical Br.   | TX |
| Pinecrest Rehab Hospital           | FL | Ursel, David, SLP                  | FL |
| Pinellas Co. Public Schools        | FL | Valley Children's Hospital         | CA |
| Polk County Public Schools         | FL | Vanderbilt Rehab Center at Newport | RI |
| Pompano Beach Medical Center       | FL | Vencare Ancillary Services         | FL |
| Portland Public Schools            | ME | Vencor Hospital                    | FL |
| Port Orchard Public Schools        | WA | Venice Hospital                    | FL |
| Presbyterian Homes                 | IL | VA Medical Center, Atlanta         | GA |
| Progressive Rehab                  | MD | VA Medical Center, Bay Pines       | FL |
| Progressive Therapy                | FL | VA Medical Center, Miami           | FL |
| Project Thrive, ARC                | FL | VA Medical Center, W. Palm Bch     | FL |
| Providence Hospital                | MI | Voltz and Amato, SLP               | NY |
| Quality Professional Rehab         | FL | Volusia Co. Public Schools         | FL |
| Queens Medical Center Hospital     | HI | Washington Co. Public Schools      | FL |
| Ramapo Central Schools             | NY | Washington Manor                   | FL |
| Raleigh Pediatric                  | NC | Waterford Public Schools           | CT |
| Reading Rehabilitation Hospital    | PA | Wayne Public Schools               | NJ |
| Rehab Center for Children & Adults | FL | West Gables Rehab Center           | FL |
| Rehab Institute of Sarasota        | FL | West Med Hearing Center            | FL |
| RehabWorks                         | FL | West Ottawa Public Schools         | MI |
| Retberg Child Center               | NY | Youngstown Hearing & Speech Ctr.   | OH |
| Rhode Island Hospital              | RI | White Memorial Medical Center      | CA |
| River Ridge                        | ME | Winter Haven Hospital              | FL |
| Riverside Medical Center           | FL | Woodbridge Nursing & Rehab.        | FL |
| Rockland Community College         | NY | Y.A.I. National Institute          | NY |
| Sabal Palm Health Care Center      | FL |                                    |    |
| Saint Charles Hospital             | NY |                                    |    |
| Saint Joseph's Health Services     | RI |                                    |    |
| Saint Joseph's Hospital            | NH |                                    |    |
| Saint Joseph's Mercy Rehab. Svc.   | MI |                                    |    |
| Saint Lucie Co. Public Schools     | FL |                                    |    |
| Saint Mary's Hospital              | FL |                                    |    |
| Sarasota County Public Schools     | FL |                                    |    |
| Sarasota Memorial Hospital         | FL |                                    |    |
| Sea Pines Rehabilitation Center    | FL |                                    |    |

## DOCTOR OF AUDIOLOGY AND DOCTOR OF SPEECH-LANGUAGE PATHOLOGY

The purpose of the Au.D. and SLP.D. programs is to improve the lives of patients with communication difficulties and their families by augmenting the professional and leadership skills of practitioners whose work is devoted to improved quality of service in the fields of audiology and speech-language pathology. The **post-master's** degree programs are designed for the working professional; hence, academic course work is offered in weekend and intensive summer seminar formats. Alternative formats, including ongoing electronic communication and technologies, are used to offset the effects of geographic remoteness and to ensure the availability of continual contact among faculty members and students. The **postbaccalaureate** curricula are designed as rigorous, four-year residential programs. It is possible for qualified students to complete their residency year in their home state and complete academic course work using distance technologies.

The graduating professional will be successful in four general goal categories: knowledge, leadership, problem solving, and perspective.

A scientifically based knowledge in the fields of speech-language pathology and audiology is a necessity to allow the professional to move fluidly from theory to practice. A successful doctoral candidate must attain mastery of an appropriate knowledge base and acquire the means to continue to expand that base.

Leadership necessitates an understanding of historical and contemporary issues and perspectives in the field. Appraisal of one's own leadership skills and tools to appraise those skills in others will be necessary for a successful graduate/professional in these fields.

Successful professionals in the fields of audiology and speech-language pathology must be able to apply sophisticated problem-solving skills and integrate information from several sources to arrive at meaningful diagnoses and subsequent intervention strategies. A systematic approach to problem-solving skills will extend to the analysis and application of research findings to clinical experience and the application of research as a tool to establish empirically based treatment and diagnosis.

The fourth goal area of the programs emphasizes the need for audiology and speech language pathology professionals to achieve a broad perspective of the socio-communicative, educational, medical, and psychological needs of clients with communication disorders. Candidates must achieve a broad-based perspective of communication problems and solutions, including the development of a network of resources available to them, as well as a responsible posture toward professional associations and political issues.

The Au.D. or SLP.D. graduate will be able to provide leadership in diverse settings including private practice, rehabilitation agencies, hospitals, and a variety of educational settings. In addition to clinical-practice preparation, candidates may be provided experience in college-level supervision and instruction.

## The Cohort Concept

The Au.D. and SLP.D. programs represent an innovative, practical, and realistic approach to professional doctoral studies. Formal instruction in the post-master's program takes place during weekend seminars, on campus, or at a variety of distance sites. Students participate in faculty-directed independent reading and writing assignments between class meetings. Each cohort is a group of 5 to 20 speech-language pathology and audiology professionals who live and work in a variety of settings. Doctoral residency is defined as continuous enrollment for one (1) calendar year.

The cohort is intended to serve as both an administrative and educational vehicle for the program. Communication takes place through the cohort structure. The cohort format provides opportunities for sharing the expertise of individual cohort members and fosters professional dialogue. Each cohort facilitator/administrator coordinates many administrative details and cohort activities and serves to support students through consistent and ongoing contact.

## The Distance Cohort

Students who are unable to attend an on-campus cohort due to geographic remoteness or other career/family constraints may elect to access the **post-master's** Au.D. or SLP.D. programs via a distance cohort. This group will receive on-campus orientation and instruction during one, four-day weekend each year, and will attend the on-campus Summer Institutes held throughout the program. All other instruction will be delivered via electronic communication and technologies into the students' homes or to a group distance site.

## Core Curriculum: Post-Master's Degrees

The curriculum consists of 39 credits for Au.D. and SLP.D. students beyond the master's degree. Additionally, a maximum of six credits of post-master's, doctoral-level semester hours may be transferred from a regionally accredited university into the program to satisfy the program requirements.

## Professional Development Study Areas

Each study area is designed to involve audiology and speech-language pathology candidates in two-to-four month, weekend-long, intensive seminars, readings, structured activities, and evaluation procedures. Each study area falls under the direction of a faculty member who is responsible for program-approved course content, instruction, evaluation procedures, and commentary on each student's performance. Study guides and readings assist doctoral candidates in integrating information and affecting curricular consistency. Students meet one weekend or its equivalent (live or via distance technologies) each month for two months for each three-credit course. Attendance is required at all meetings. Audiologists and speech-language pathologists attend professional development study area courses together. The cohort is separated into two smaller groups participating in (Au.D. or SLP.D.) in-field study areas.

Instruction and faculty-directed activities are also accomplished through electronic communications and technology. Doctoral candidates must have access to a computer and a modem. The university system allows access from any location in the United States. For accurate information regarding the minimum recommended computer configuration and software, prospective students are advised to contact the doctoral office.



The study areas provided to both audiologists and speech-language pathologists (known as the professional development study areas) are the following:

- Business Management and Leadership
- Counseling
- Genetics
- Gerontology
- Pharmacology
- Research and Evaluation
- Supervision
- Technology and Instrumentation in Communication Sciences

### **In-field Development study areas**

Au.D. and SLP.D. students require intensive study in their respective professional fields.

### **Audiology study areas are:**

- Advanced Seminar in Amplification
- Differential Diagnosis in Audiology
- Electrophysiology I
- Electrophysiology II
- Advanced Seminar in Pediatric Audiology

### **Speech-Language Pathology study areas are:**

- Augmentative and Alternative Communication
- Advanced Seminar in Voice and Swallowing
- Advanced Seminar in Pediatric Development
- Neuroscience/Neuropsychology and Communication Disorders

Within each area, the doctoral candidate is challenged to pursue topic(s) of particular interest. In this way, the NSU doctoral student can build versatility in his or her course of study to ensure optimal professional growth and to allow students to pursue specialty areas of interest.

### **Summer Institutes**

Summer Institutes are conducted for on-campus and distance cohort members. The Summer Institutes consist of academic instruction and a variety of learning experiences. Each doctoral candidate must attend all activities of the Summer Institutes. Candidates are responsible for their travel, room, and meal costs.

### **Professional Research Projects**

Professional research projects (PRPs) in the Au.D. and SLP.D. programs are creative, problem-solving projects designed to utilize the rigor of applied research techniques to improve a situation, program, or product or to answer a clinical or professional question. Candidates become active problem solvers in their professional settings through strategies designed to address identified problems. The concept of the professional research project stems directly from the belief that leadership in all sectors requires action as well as reflective thought. Professional research projects require identification of a significant problem or clinical question, design of a solution strategy, and implementation and evaluation of the strategy.

One professional research project is required. Instruction in this doctoral component is organized into two weekend sessions and is augmented by PRP sessions offered during Summer Institutes. Candidates are assigned advisers in their area of interest who provide guidance during the research experience.

### **Program Time Lines**

The life of the program for post-master's degree students ranges from 24–36 months. Candidates who do not complete requirements within three years may be granted a fourth year of study by the program faculty. However, they must have an approved proposal for their professional research project by the end of 36 months in order to be granted the fourth year. Candidates may also register for a six-month extension beyond the fourth year if approved by the doctoral committee.

Doctoral candidates who are faced with a temporary personal or professional crisis and find that they cannot keep up with their cohort may withdraw from the program. Notification of withdrawal must be received in writing by the director of doctoral studies. To avoid being dismissed from the program, doctoral candidates must initiate the withdrawal process in writing prior to the last class session of a study area and the date designated for work on the professional research project. Consult the Professional Research Project Guide for more information.

Doctoral candidates who officially withdraw may petition the doctoral committee if they wish to reenter the program and resume their course of study at the point following the last program component for which they received a grade. Doctoral candidates may reenter the program only once and will follow all regulations that apply to the new cohort.

Doctoral candidates who withdraw from the program are required to reenter at a point that will allow completion of all requirements within a seven-year period from the beginning of the original cohort. No extension is possible beyond this point. The reentering student must adhere to the catalog in effect at the time of reentry.

### **NSU's Postbaccalaureate to SLP.D. (Doctor of Speech-Language Pathology) Degree**

An exciting opportunity exists at NSU for the extremely qualified bachelor's-level student to apply to the dual admit postbaccalaureate M.S. and SLP.D. degree program. This intensive residential program will allow the special student to earn an M.S. and SLP.D. degree in four years following his or her bachelor's degree. An application for this doctoral degree program is available from the program office. Students are admitted to this 91-credit program on a rolling admissions basis.

For additional information contact:  
(954) 262-7703 or 800-986-3223, ext. 7703  
Email: [packerb@nova.edu](mailto:packerb@nova.edu)

### **NSU's Postbaccalaureate to Au.D. (Doctor of Audiology) Degree**

This four-year residential degree program, newly initiated in 1999, is currently accepting students. The qualified applicant will earn the Au.D. degree with a plan of study that includes 91 graduate credit hours and a minimum of 2,000 clinical clock hours. The application for this program is available from the program office.

For additional information contact:  
(954) 262-7703 or (800) 986-3223, ext. 7703.  
Email: [packerb@nova.edu](mailto:packerb@nova.edu)



## **Admission Criteria for Postbaccalaureate Au.D. or SLP.D. Programs**

- Strong academic record – 3.2 GPA in the last two undergraduate years
- Grades of B or better in all ASHA-required prerequisite courses
- Excellent oral and written communication skills
- Excellent clinic grades, if applicable
- Evidence of independent learning style
- Evidence of leadership skills
- Good problem-solving ability

## **Professional Development Study Areas:**

### **Course Descriptions**

#### **(All Doctoral Candidates)**

#### **CSD 7000 Technology and Instrumentation in Communication Sciences (3 cr.)**

This course presents advanced applications in the use of computer hardware and software in communication sciences and disorders. Doctoral candidates will receive hands-on experience in the use, application, and configuration of software for distance learning technologies and for management of clients and for business issues. Doctoral candidates will explore the impact of emerging technology and instrumentation in their professional arenas.

#### **CSD 7030 Gerontology (2 cr.)**

This study area presents an overview of gerontology with emphasis given to differentiation between normal aging process and pathological changes. Multicultural perspectives of aging will be addressed. Doctoral candidates will develop effective planning and management services for the "older" client with multiple problems. The communication disorders of these clients will be viewed in the context of home health care, community agency resources, recreation, attrition, and socioeconomic and psychosocial consequences of aging and illness.

#### **CSD 7040 Supervision (3 cr.)**

The identification and analysis of the processes of supervision along the continuum of supervision from support personnel to peer will be examined. Topics will include planning and executing the supervisory conference, data collection procedures, and evaluation. The research in the field of supervision will be examined with an emphasis on practical application. The impact of cultural diversity on supervision will be addressed.

#### **CSD 7050 Research and Evaluation (3 cr.)**

Doctoral candidates will be exposed to a two-part clinical research model whereby doctoral candidates are prepared as: a) critical consumers of research and b) clinicians utilizing research methodology as an integral part of their diagnostic and treatment procedures. The ability to comprehend, analyze, and critically evaluate professional literature will be emphasized, as well as designing clinically based research to corroborate and monitor clinical hypotheses and treatment efficacy. Principles of research will be covered, with an emphasis on research design, data collection, and analysis and evaluation. A critical evaluation of research in communication sciences and disorders will be included.

#### **CSD 7060 Genetics (2 cr.)**

Doctoral candidates will be exposed to a general overview of genetics and will investigate the spectrum of genetic syndromes common to clients with communication disorders. Doctoral candidates will study the embryologic development with an emphasis on normal and abnormal or interrupted development at various stages and outcomes.

#### **CSD 7070 Pharmacology (2 cr.)**

Doctoral candidates will learn the general principles of drug action, particularly as related to communicative function. The classes of drugs used in clinical practice will be examined with emphasis on activity, mode of action, side effects, toxicity, and drug interactions. Case studies in the fields of speech-language pathology and audiology will be presented.

#### **CSD 7075 Counseling (3 cr.)**

Doctoral candidates will explore theories of counseling with an emphasis on management of individuals with communication disorders and their families. Doctoral candidates will experiment with different approaches to interacting with clients and their families individually and in groups. Cultural impact on the counseling process will be addressed. Doctoral candidates will be exposed to role-play situations for use with clients demonstrating a variety of audiologic and/or speech-language problems.

#### **CSD 7080 Business Management and Leadership (3 cr.)**

Doctoral candidates will learn basic management principles as they relate to the conduct of speech-language or audiology practice in a variety of settings. Legal and ethical issues in practice management will be covered. Doctoral candidates preparing for personal and professional development assess the skills and behaviors of the leader or change agent in terms of their own potential for growth and future leadership positions.

#### **AUD 7140 or SLPD 7240 Professional Research Project: Proposal (3 cr.)**

Doctoral candidates will select, prepare, and design a clinical or professional research project. Candidates will identify a problem existing in their workplace and propose a solution to the problem.

#### **AUD 7141 or SLPD 7241 Professional Research Project: Report (3 cr.)**

Doctoral candidates will implement the solution strategy proposed during the proposal stage of the professional research project. Candidates will then evaluate the effectiveness of the solution.

## **Audiology Study Areas:**

### **Course Descriptions**

#### **AUD 7100 Advanced Seminar in Amplification (4 cr.)**

This course reviews hearing-aid design and function. It provides information on the design and operation of programmable and digital hearing aids, including forms of automatic signal processing. The use of computer-assisted prescriptive methods for hearing-aid selection, fitting, and verification is discussed. Probe-microphone measurement techniques are reviewed. Analysis of communication function assessment and outcome verification is included. Counseling techniques are discussed.

#### **AUD 7120 Electrophysiology I (3 cr.)**

A study of selected neurophysiologic and other objective assessment techniques of the auditory system, including ECochG, auditory brain stem response, and otoacoustic emission. Interpretation of test responses will be discussed in relation to underlying anatomy and physiology.

#### **AUD 7130 Pediatric Audiology (2 cr.)**

Review of normal and abnormal auditory development in children. Principles of assessment of auditory function in neonates, infants, and young children will be discussed. Practical applications for the difficult-to-test child will be explored. Various pediatric cases will be presented in grand-rounds format.

### AUD 7160 Electrophysiology II (3 cr.)

A continuation of the studies of selected neurophysiologic techniques utilized for assessment of the auditory and vestibular system including middle-latency response, late-evoked response, electronystagmography, and posturography. Interpretation of test results will be discussed in relation to underlying anatomy and physiology.

### AUD 7180 Differential Diagnosis in Audiology (3 cr.)

This course will address special problems in auditory assessment with emphasis on site-of-lesion tests and procedures that require additional information beyond the standard audiometric evaluation. Practical exercises that integrate the anecdotal, subjective, and objective information into a meaningful audiometric interpretation with appropriate intervention strategies will be conducted.

## Speech-Language Pathology

### Course Descriptions:

#### SLPD 7200 Neuroscience/Neuropsychology and Communication Disorders (3 cr.)

Neuroanatomical and neurophysiological bases for speech-language disorders will be presented. The emphasis will be a study of the neuroscience and neuropsychological bases for neuropathological conditions and the speech-language disorders that result from these conditions.

### SLPD 7210 Advanced Seminar in Pediatric Development (3 cr.)

Theories of cognitive, social, linguistic, cultural, and perceptual development of children and adolescents will be examined. Information presented will be based on current research. Terminology, current theoretical positions, and educational practices stemming from these positions will be stressed.

### SLPD 7220 Advanced Seminar in Voice and Swallowing (3 cr.)

This course will explore current issues pertaining to voice and swallowing, and their disorders. Principles and application of clinical instrumentation and intervention strategies will be investigated. Case studies and practice with state-of-the-art equipment will be utilized to enhance learning.

### SLPD 7250 Advanced Seminar in Augmentative and Alternative Communication (AAC) (3 cr.)

This study area provides a discussion of the critical issues in augmentative communication and assistive technology with a focus on planning, implementing, and evaluating augmentative communication assessment and intervention programs. Hands-on experience with nonelectronic communication displays, various input devices, and low-tech communication devices, as well as high-technology voice-output communication aids (VOCAs) will be presented. A discussion of recent trends and future needs as well as strategies for keeping up with new technology and a rapidly expanding knowledge base will be included.

## Professional Development Study Area Offerings

| Doctoral Candidates                                      |  | Credits                   |
|--|--|---------------------------|
| CSD 7000   | Technology and Instrumentation in Communication Sciences             | 3                         |
| CSD 7040   | *Supervision   | 3                         |
| CSD 7030   | Gerontology  | 2                         |
| CSD 7050   | Research and Evaluation  | 3                         |
| CSD 7060   | Genetics   | 2                         |
| CSD 7070   | Pharmacology   | 2                         |
| CSD 7075   | *Counseling  | 3                         |
| CSD 7080   | Business Management and Leadership                                   | 3                         |
| AUD 7140 or SLPD 7240                                    | Professional Research Project: Proposal                              | 3                         |
| AUD 7141 or SLPD 7241                                    | Professional Research Project: Report                                | 3                         |
| *Au.D. candidates may elect either CSD 7040 or CSD 7075. |  | 27 (SLP.D.)<br>24 (Au.D.) |
| In-field Development Study Area Offerings                |  |                           |
| <b>Audiology Study Areas</b>                             |  |                           |
| AUD 7100   | Advanced Seminar in Amplification                                    | 4                         |
| AUD 7130   | Pediatric Audiology  | 2                         |
| AUD 7120   | Electrophysiology I  | 3                         |
| AUD 7160   | Electrophysiology II   | 3                         |
| AUD 7180   | Differential Diagnosis in Audiology                                  | 3                         |
|  |  | 15                        |
| <b>Speech-Language Pathology Study Areas</b>             |  |                           |
| SLPD 7210  | Advanced Seminar in Pediatric Development                            | 3                         |
| SLPD 7200  | Neuroscience/Neuropsychology and Communication Disorders             | 3                         |
| SLPD 7220  | Advanced Seminar in Voice and Swallowing                             | 3                         |
| SLPD 7250  | Advanced Seminar in Augmentative and Alternative Communication (AAC) | 3                         |
|  |  | 12                        |
| <b>Total Credits</b>                                     |  | <b>39</b>                 |

## **Additional Course Work for the Postbaccalaureate Au.D. Four Year Program**

### **Course Descriptions:**

#### **SLP 6070 Research Methods (3 cr.)**

Exposure to critical analysis of the field's literature with respect to research design and statistical application.

#### **SLP 6075 Seminar in Professional Issues (2 cr.)**

History, current professional issues, and trends in the field; management and operation of clinics in a variety of settings; ethical and legislative concerns.

#### **AUD 6301 Anatomy and Physiology of the Auditory and Vestibular Mechanisms (3 cr.)**

Detailed study of the anatomy and physiology of the ear. Topics include resonance and transformer action of the outer/middle ear, detailed study of the tympanic membrane and ossicles. The structure of the cochlea is examined in depth, and the physiology of the cochlea, concentrating on the active mechanism of the ear, is covered. Brainstem auditory structures and functions are discussed. The vestibular peripheral system and the vestibular CNS pathways are described.

#### **AUD 6302 Acoustics and Instrumentation (2 cr.)**

Detailed study of acoustics to include properties of sound and sound analysis techniques. Use of various sound measurement and analysis systems is reviewed. Audiometric calibration is discussed and demonstrated. Hearing-aid electroacoustic measurement and calibration will be covered.

#### **AUD 6310 Aural Rehabilitation (3 cr.)**

Remediation of communication problems resulting from hearing impairment; use of amplification and assistive devices.

#### **AUD 6401 Audiologic Diagnostic Procedures Across the Lifespan (3 cr.)**

Otосcopy, pure-tone air, bone, speech audiometric testing techniques, and pure-tone screening procedures are discussed. Masking procedures are detailed. Case history procedures are reviewed. Pediatric behavioral testing is studied; modifications in test procedures dependent on age are presented.

#### **AUD 6402 Site of Lesion Assessment (3 cr.)**

Immittance screening and testing, including multifrequency and multi-component immittance, advanced reflex testing procedures. Central auditory processing testing. Case studies utilized.

#### **AUD 6403 Introduction to Electrophysiology (2 cr.)**

Basic procedures for acquiring and interpreting electrophysiologic tests are discussed. The student will have knowledge of the use of auditory brainstem evoked response testing for threshold and neurotologic diagnosis. Transient and click evoked distortion product otoacoustic emissions testing will be described. Basic electronystagmography procedures and interpretation covered.

#### **AUD 6501 Sign Language (2 cr.)**

Introduction to manual communication systems, with emphasis on learning interviewing techniques using medical/audiologic terminology.

#### **AUD 6502 Hearing Conservation (3 cr.)**

A study of the impact of noise from a physiological and psychological perspective. There will be a discussion of various service delivery models ranging from industry, schools, military, and other sites. The basic elements of an effective hearing conservation program will be discussed as well as a review of the relevant legislation mandating such programs.

#### **AUD 6303 Psychoacoustics and Speech Perception (2 cr.)**

Study of the range of normal human auditory perceptual abilities: intensity, frequency, and temporal resolution. Study of the changes in perception that occur as a function of sensorineural hearing loss, and their implications in the design of amplification systems.

#### **AUD 6503 Topics in Audiology (3 cr.)**

Current topics in the field of audiology examined. Topics for consideration will be cochlear implant systems, educational audiology, interoperative monitoring, electroneuronography, and multicultural issues.

#### **AUD 6404 Auditory and Vestibular Pathologies (3 cr.)**

Study of the pathologies affecting the auditory system. Pathologies affecting the conductive mechanism and methods of their differential diagnosis will be discussed. Causes of sensorineural hearing loss described, and their etiologies discussed. The role of various central auditory nervous system tests in detecting retrocochlear pathologies will be discussed, including imaging techniques. Case studies will be reviewed.

#### **AUD 6405 Overview of Amplification Systems (3 cr.)**

Overview of hearing-aid components and hearing-aid types is presented. Electroacoustic analysis and foundations and use of prescription formulas for fitting linear amplification are discussed. Real-ear measurement terminology and techniques are presented.

### **Admissions: Doctoral Studies**

The **post-master's** doctoral programs in audiology and speech-language pathology seek competent, experienced professionals actively involved in the field. The **postbaccalaureate** doctoral programs in audiology and speech-language pathology seek bright, motivated students who wish to become independent practitioners in these fields.

Applications for the post-master's program will be reviewed on a rolling basis. Applications for the postbaccalaureate program are due by June 30 for a fall start date. Admission decisions will be provided in writing. Doctoral candidates will be notified of the decision by mail. The program reserves the right to determine in which cohort a student may enroll.

The admissions committee for **post-master's** applicants requires the following:

- Nonrefundable application fee of \$50
- Completed application
- Official transcript indicating conferral number of a master's degree in audiology and/or speech-language pathology by a regionally accredited institution with a minimum graduate GPA of 3.2
- Documentation of the Clinical Certificate of Competence or its equivalent (copies of all professional certifications, licenses, or relevant credentialing materials)
- Vita documenting professional experiences and continuing education activities, professional affiliations, publications and/or presentations. Supporting documentation of continuing education, publications and/or presentations is recommended
- Three letters of recommendation from individuals who can attest to the applicant's ability to be successful in doctoral studies, e.g., employers, faculty members, and professional infield colleagues. Use forms provided
- Written responses to questions relating to the field of communication sciences and disorders
- The results of the Miller Analogies Test (MAT) must be submitted. The test must have been taken within the past five years

An application is considered complete when all required documents have been received. The admissions committee will review the documents and determine who will be scheduled for a personal interview. The final decision to admit a student will be made following the personal interview, and review of all supporting documentation.

To make an appointment to visit our campus offices or to obtain program information, contact us 8:30 a.m.–5:00 p.m., Monday–Friday:

Phone: (954) 262-7703, Toll free: 800-986-3223, ext. 7703

Fax: (954) 262-3826

Email: [packerb@nova.edu](mailto:packerb@nova.edu)

## International Student Admissions: Doctoral Students

The admissions committee reserves the right to require the following:

- An official TOEFL score of 600 (for nonnative English speakers)
- An official TSE score of 50 (for nonnative English speakers)
- Verification of a student 1-20 visa or residency status. International doctoral candidates who intend to reside in the United States and who are required to obtain an 1-20 must be full-time, degree-seeking doctoral candidates and must attend the main campus in Fort Lauderdale, Florida. For further information, contact the international student adviser, Nova Southeastern University, 3301 College Avenue, Fort Lauderdale, Florida 33314-7796, or telephone (954) 262-7240. Exceptions are made on a case-by-case basis

Doctoral candidates living outside the United States who apply to the program must complete all of the above prior to starting the program. Housing and financial arrangements must be made in advance by the applicant.

Prospective international students who completed degrees at universities outside the U.S. must have the degrees evaluated by an NSU-approved evaluation service.

Applications for such an evaluation are available from the FGSEHS admissions office at 800-986-3223, ext. 1561. The prospective student is responsible for all fees incurred for this evaluation.

## Transfer Credit

A maximum of six semester hours of post-master's degree, doctoral-level credit, earned from a regionally accredited institution within the past three years, will be considered toward meeting the doctoral programs' degree requirements. These credits will be evaluated for transfer for a maximum of two study areas. Grades for courses transferred must be at the grade of A or B or equivalent.

Applicants who wish to request evaluation of prior course work for consideration as transfer credit should note this on their application, send course descriptions, and request that official transcripts be sent to the Programs in Communication Sciences and Disorders. Current doctoral candidates should request and receive prior written approval from the director of doctoral studies before enrolling in any other institution's courses that are intended to be submitted for transfer credit. This request should include an explanation and related course description(s).

Credits earned at Nova Southeastern University are transferable at the discretion of the receiving school. Doctoral candidates who wish to transfer credit should contact the admissions office of the receiving school for information.

## Plan of Study

Students who have been admitted to the post-master's degree doctoral programs in audiology and speech-language pathology will follow a specific plan of study with their assigned cohort. Participants who elect to take fewer courses per semester than specified will be required to meet with the director of doctoral studies to design an individualized plan of study. This individualized plan of study may lengthen the amount of time the student is enrolled in the doctoral studies program. All students must complete the professional research project (PRP).

Students admitted to the postbaccalaureate Au.D. or SLP.D. program will meet with the director of doctoral studies or her designee to formulate a specific plan of study. All students must complete all of the degree programs within a seven year timeline.



**For Au.D. students, the following prerequisite courses (24 credits) are required:**

|  | Credits |
|--|---------|
| Math   | 3       |
| Science  | 3       |
| *Note: NSU recommends human anatomy and physiology.                                    |         |
| Psychology or Sociology  | 6       |
| Normal Language  | 3       |
| Speech Disorders   | 3       |
| Language Disorders   | 3       |
| Neuroanatomy   | 3       |
| NSU recommends the following preparatory courses to round out undergraduate education: |         |
| Speech and Hearing Science   | 3       |
| Chemistry  | 3       |

Each of the above prerequisite courses may be taken either at Nova Southeastern University or at another regionally accredited college or university.

**For the SLP.D. students, the following prerequisite courses (29 credits) are required:**

|  | Credits |
|--|---------|
| Math   | 3       |
| Science  | 3       |
| Treatment of Speech and Language Disorders             | 3       |
| Evaluation of Speech and Language Disorders            | 3       |
| Directed Observation                                   | 1       |
| Normal Speech-Language Development                     | 3       |
| Anatomy and Physiology of Speech and Hearing Mechanism | 3       |
| Neuroanatomy   | 3       |
| Hearing and Speech Science                             | 3       |
| Phonetics  | 3       |
| Evaluation Practicum                                   | 1       |

**The following courses are required for the postbaccalaureate Au.D. degree program:**

|          | Credits |
|----------|---------|
| SLP 6070 | 3       |
| SLP 6075 | 2       |
| AUD 6301 | 3       |
| AUD 6302 | 2       |
| AUD 6303 | 2       |
| AUD 6401 | 3       |
| AUD 6402 | 3       |
| AUD 6403 | 2       |
| AUD 6404 | 3       |
| AUD 6405 | 3       |
| AUD 6310 | 3       |
| AUD 6501 | 2       |
| AUD 6502 | 3       |
| AUD 6503 | 3       |
| CSD 7000 | 3       |
| CSC 7030 | 3       |
| CSD 7040 | 3       |
| or       |         |
| CSD 7075 | 3       |
| CSD 7050 | 3       |
| CSD 7060 | 2       |
| CSD 7070 | 2       |
| CSD 7080 | 3       |
| AUD 7100 | 4       |
| AUD 7120 | 3       |
| AUD 7130 | 2       |
| AUD 7140 | 3       |
| AUD 7141 | 3       |
| AUD 7160 | 3       |
| AUD 7180 | 3       |

**Clinical Practicum:**

|                   |    |
|-------------------|----|
| AUD 6601–AUD 6612 | 15 |
| Total Hours:      | 91 |

**The following courses are required for the postbaccalaureate SLP.D. program:**

|              |  | <b>Credits</b> |
|--------------|--|----------------|
| SLP 6000     | Diagnostics in SLP                         | 3              |
| SLP 6006     | Diagnostics II                             | 1              |
| SLP 6010     | Language Disorders in Children             | 3              |
| SLP 6015     | Clinical Processes                         | 3              |
| SLP 6020     | Language Disorders in Adults               | 3              |
| SLP 6030     | Voice Disorders                            | 3              |
| SLP 6040     | Fluency                                    | 2              |
| SLP 6050/51  | Motor Speech Disorders                     | 3              |
| SLP 6055     | Dysphagia                                  | 3              |
| SLP 6060     | Phonological Disorders                     | 3              |
| SLP 6070     | Research Methods                           | 3              |
| SLP 6075     | Seminar in Professional Issues             | 2              |
| SLP 6080     | Directed Research                          | 2              |
| SLP 6091     | Multicultural and Counseling               | 3              |
| SLP 6101     | Clinic I                                   | 1              |
| SLP 6102     | Clinic II                                  | 1              |
| SLP 6110     | Internship I                               | 1              |
| SLPD 6120    | Internship II                              | 1              |
| SLPD 7075    | Counseling                                 | 3              |
| SLPD 7200    | Seminar in Neuroanatomy                    | 3              |
| SLPD 7210    | Pediatric Development                      | 3              |
| SLPD 7220    | Voice and Swallowing                       | 3              |
| SLPD 7240    | Professional Research Project              | 3              |
| SLPD 7250    | Augmentative and Alternative Communication | 3              |
| AUD 6301     | Audiology Lab                              | 1              |
| AUD 6310     | Aural Rehabilitation                       | 3              |
| CSD 7000     | Technology and Instrumentation             | 3              |
| CSD 7030     | Gerontology                                | 2              |
| CSD 7050     | Research                                   | 3              |
| CSD 7060     | Genetics                                   | 2              |
| CSD 7070     | Pharmacology                               | 2              |
| CSD 7080     | Business Mgt. and Leadership               | 3              |
| CSD 7400     | Supervision                                | 3              |
| SLPD         | Clinical Residency Seminar                 | 1              |
| Electives    |  | 6              |
| Total hours: |  | <u>91</u>      |

## General Policies on Grades

Each candidate will be provided a grade report by the registrar's office at the end of each study area. A copy of each report will be placed in the candidate's permanent file, which is maintained by the university. NSU maintains up-to-date grade reports on each student. The university periodically furnishes each student with a working transcript that shows the current status of grades and earned semester hours for all courses completed and/or attempted.

Transcripts are maintained on a permanent basis after the student is no longer enrolled.

## Grading System

The grading system for the doctoral studies programs is as follows:

|           |                       |             |
|-----------|-----------------------|-------------|
| <b>A</b>  | <b>Excellent</b>      | <b>4.0</b>  |
| <b>A-</b> | <b>Extremely Good</b> | <b>3.75</b> |
| <b>B+</b> | <b>Very Good</b>      | <b>3.5</b>  |
| <b>B</b>  | <b>Good</b>           | <b>3.0</b>  |
| <b>B-</b> | <b>Fairly Good</b>    | <b>2.75</b> |
| <b>F</b>  | <b>Failure</b>        | <b>0.0</b>  |
| <b>W</b>  | <b>Withdrawal</b>     | <b>0.0</b>  |
| <b>I</b>  | <b>Incomplete</b>     | <b>0.0</b>  |

## Student Professional and Academic Review Committee (SPARC)

The programs' Student Professional Academic Review Committee is composed of departmental faculty members whose responsibility is to review doctoral candidates' academic, clinical, and professional progress on a periodic basis.

The purpose of the SPARC is to identify barriers to success in doctoral study, make recommendations for assistance to doctoral candidates, and determine the advisability of a student's continuation in the doctoral program.

## Withdrawal Policy

Doctoral candidates may withdraw from the program at any time. However, they are cautioned to consult the doctoral studies committee to determine the date by which written notification of intent to withdraw must be received if they wish to withdraw without penalty and remain in good standing, with the option of returning to the program at a later date.

## Reinstatement

In order to be reinstated after a period of withdrawal, a student must submit to the director of doctoral studies, at least 30 days prior to the appropriate term:

- A letter of intention to reenroll
- A completed reinstatement form. (This form is sent with the acknowledgment of withdrawal or is available from the central office.)
- A \$250 reinstatement fee by check or money order (payable to Nova Southeastern University) attached to the reinstatement form

Doctoral candidates who are readmitted will be required to pay tuition and fees and to follow the program guidelines in effect at the time of reinstatement.

## Absence

Absences are not permitted in this program. The only exceptions are documented causes of extreme circumstances such as medical emergencies. Doctoral candidates must attend all class meetings in each of the study areas, the Summer Institutes, and the PRP workshops. Regular classroom interaction provides program consistency and content enrichment. Absence from any cohort meeting may result in termination from the program. There is no provision for readmission following dismissal for unsatisfactory attendance.

In the rare instance when an absence has been approved, an equal and appropriate assignment will be assigned by the study area faculty member, to be completed within a designated period. The student is responsible for obtaining all materials presented at the missed class meeting and must provide to the cohort facilitator/administrator a summary of the class notes. The cohort facilitator/administrator should be notified immediately if the student expects to be absent.

If a student is unable to attend a professional research project workshop, the director of doctoral studies should be contacted and a delay in program completion should be expected.

## Tardiness

Extended tardiness or early departure (more than 30 minutes) is treated in the same manner as absence from a class session. Consistent tardiness or early departures must be discussed with the director of doctoral studies and will lead to appropriate administrative action.

## Dismissal

The program reserves the right to dismiss doctoral candidates at any time if it becomes obvious that they are not able to satisfy the program's scholarship requirements or if their academic or clinical behavior is inappropriate or unethical (e.g., cheating, plagiarizing, misrepresenting oneself). There is no provision for readmission following dismissal for unsatisfactory conduct. Candidates must receive a passing grade (B or better) in each program component to remain in the program. If a candidate is dismissed from the program, he or she cannot be readmitted.

## Program Costs

### All Programs

Initial tuition payments are based on \$651 per credit for the 2000–2001 academic year. This tuition may be subject to a yearly change. Doctoral candidates register and pay for each component prior to entering that component. Applicants admitted to the doctoral studies program are required to secure their initial enrollment with a \$1,000 deposit that will apply to the first study area's tuition. Failure to enroll in the program will result in a reimbursement of 50 percent of the deposit.

A payment of \$3,550 is charged to doctoral candidates who require all or part of a fourth year in order to complete program requirements. Doctoral candidates may receive a six-month extension beyond the fourth year with permission of the program director. A fee of \$1,775 is charged for this additional period.

### Other Fees

A one-time, nonrefundable application fee of \$50 is required and must accompany the completed application. A \$75 degree application fee is required and must be paid prior to degree conferral. If a graduate wishes to participate in commencement exercises, there is an additional cap and gown fee. A \$50 registration fee is required three times annually. All fees are subject to yearly change. Doctoral students pay a \$150 binding fee upon completion of the final PRP report.

### Additional Program Expenses

Doctoral candidates will be responsible for the purchase of textbooks and for the cost of travel to classes, as well as for other needs typically associated with advanced study. Material fees will be charged as necessary.

In order to access the university's computing resources, all Nova Southeastern University students must provide their own Internet access service through a suitable Internet service provider.

### Late Fees and Reinstatement Fees

All payments must be made according to the student's cohort schedule. No exceptions will be made for delayed loan applications. A late payment penalty of \$50 will be assessed each time a payment date is missed. When a payment is delayed excessively (beyond the midpoint of the study or professional development or in-field area), the student will be dismissed from the program.

Reinstatement following withdrawal or as a result of being dismissed for nonpayment of tuition and fees must be discussed with the director of doctoral studies. A \$250 reinstatement fee will be charged, and the student will be subject to the rules and regulations in effect at the time of reinstatement. Doctoral candidates who are dismissed from the program for academic reasons may not reenter the program at a later time.

